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ABSTRACT

In September 1995, the Scranton Area Family Center in Scranton, Pennsylvania, initiated a twice-weekly literacy class designed to build low-income parents' educational skills and personal confidence while simultaneously encouraging family literacy activities. Eight parents of children in the Scranton School District attended the class and received an average of 36.4 hours of instruction in reading, writing, mathematics, and family literacy activities. All students were pretested with the Tests of Adult Basic Education. Those students who attended class regularly learned to read a selection of children's books and to engage their children in activities designed to accompany the books. The class was assessed periodically and revised accordingly. Despite the course's poor attendance rate, which was attributed to the severe winter and transportation problems typically encountered by low-income individuals, the class was deemed a success. The parents made progress toward achieving their goal of improving their basic skills, and the children loved spending time at the family center. (Also included are the following: information on student demographics; the reading, writing, math, and family curricula; list of nine children's books; and recruitment flyer. An appendix contains 22 family literacy activities.) (MN)

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FAMILY LITERACY AT THE SCRANTON AREA FAMILY CENTER

FINAL REPORT

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DURATION OF THE PROJECT: JULY 1, 1995 TO JUNE 30, 1996

FUNDING: $15,701

CONTRACT NUMBER: 98-6009

"The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred."

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ABSTRACT PAGE

Title: Family Literacy at the Scranton Area Family Center

Project No.: 98-6009 Funding: $15,701

Project Director: Joyce P.Kerrick Phone No. 717-265-3449

Contact Person: Anita Cola Phone No.: 717-961-7834

Agency Address: 901 Prospect Avenue , Scranton , Pa. 18505

Purpose: This report provides details of the services offered through the "Family Literacy Program at the Scranton Area Family Center." This program offered much needed services to low-income families in the Scranton School District. These services were developed and presented based on the educational needs of the families that entered the program. The instruction was learner centered based on a small group format with individualization.

Procedures: Classes were scheduled in the afternoon and were held twice a week for 2 hour sessions. Instruction was individualized as needed by the adults. Standard Adult Basic Education materials as well as Family Literacy curricula were utilized.

Summary of Findings: Students that entered this program were very low level readers. These students seemed to be reluctant learners. The students that had reading scores at a higher level stayed in the class and took their GED test. They also followed up on Family Literacy activities.

Comments: The class at the Family Center was a different type of class than we experience at the college. Since most of the learners served were low level, the retention was low. Also, due to an extreme winter season, taking public transportation with young children was very difficult.

Products: Adult Basic Education Curriculum
Family Literacy Curriculum

Descriptors:

II. INTRODUCTION

It has been shown through repeated studies that the greatest single indicator of a child's educational success is the educational achievement of the mother. Parents are the child's first teachers, but many well-educated parents may not know how to foster the child's developing language and numeracy skills. If parents are low in educational skills they will provide a limited model for the child to see and pattern his or her own reading habits after. Family Literacy programs work with the parents to build educational skills and personal confidence in their ability to be a role model for reading and educational development in their children.

The Scranton Area Family Center was created by the Scranton School District and other local agencies to offer a wide range of needed services to families in the Scranton School District.

The Family Center has provided services to more than fifty families. More than one-third of the children in the Scranton School District live in low income family situations. Fifteen percent of the elementary age children in the district are in Chapter 1 programs for remediation in reading or math.

Classes began in September 1995 and continued until May 23, 1996. Classes were scheduled on Tuesday and Thursday afternoons from 2:30 P.M. until 4:30 P.M..

The classes addressed the educational needs of the adult learner and encouraged family literacy activities as an integral part of the curriculum.

III.. PERSONNEL

The project was administered through the Adult Literacy Program at Lackawanna Junior College. The Project Director was Joyce P. Kerrick, Director of Adult Literacy Programs at Lackawanna Junior College.

The Instructor was Anita L. Cola, Adult Basic Education Instructor at Lackawanna Junior College.

Administrative assistance was provided by the staff of the Adult Literacy Program and administrative oversight was provided by the Grant Administrator of Lackawanna Junior College.

IV. DISSEMINATION

This report provides the details of the Family Literacy class at the Scranton Area Family Center and copies of this report will be made available through the AdvancE Resource Center at the Pennsylvania Department of Education, the Western Pennsylvania Adult Literacy Resource Center, the Bureau of Adult Basic and Literacy Education Programs and the Adult Education Department at Lackawanna Junior College, 901 Prospect Avenue, Scranton, Pa. 18505.

V. THE PROBLEM

Thirty-seven percent of the children in the Scranton School District live in low income family situations. Fifteen percent of elementary age children in the Scranton School District are in Chapter 1 programs for remediation in reading or math.

The Family Literacy class worked with the parents of these children to build educational skills and personal confidence in their ability to be role models for reading and educational development in their children.

OBJECTIVE 1

" To provide Family Literacy and Adult Basic Education classes to 30 parents and caretakers of the families of the Scranton Area Family Center."

The Family Literacy class served eight parents of children in the Scranton School District with an average of 36.4 hours of instructional time per student. There were many factors that contributed to this low number including the "newness" of the Scranton Area Family Center and the very extreme winter of 1995-1996. Another factor that influenced recruitment was the availability of the classroom at the Family Center. The classroom was only available during the hours from 2:30 to 4:30 P.M. This conflicted with the public school dismissal time.

OBJECTIVE 2

" To utilize pre and post testing using the Tests of Adult Basic Education to measure the increase in educational skills of the adult students."

All students were pre tested using the Tests of Adult Basic Education. Some students were not post tested using the TABE, but took the GED test with the results not received. The other students were not post tested because of poor attendance.

OBJECTIVE 3

" To measure the pre and post class attitudes of the adults related to providing educational activities to their children in the home by using a series of small group discussions and the development of a survey based on the conversations of the groups."

The students that attended class regularly learned to read a selection of children's books and to engage their children in activities to go along with the books. A survey was not developed due to the small number of students.

OBJECTIVE 4

"To work cooperatively with the Chapter 1 teachers of any children whose parents are participating in the children's achievement or interest in school activities during the time of the project."

Two meetings were held with the school district's director of federal programs. She was very supportive of our Family Literacy class. She was given flyers and was asked to distribute these to all Chapter 1 teachers in the district. She also promised to put an

article about our program in one of the district's monthly newsletters. There was no contact with Chapter 1 teachers since all but two of the children that participated were pre- school aged children.

OBJECTIVE 5

"To evaluate the project on an on-going basis in order to make changes that will positively affect the efficacy of both the Family Literacy instruction and the educational attainment of the children."

Periodically during the course of the class, Lackawanna Junior College and the Family Center staff met, assessed and evaluated the efficacy of the program. Changes were made, such as the number of child care providers in relation to the number of children, dismissal time and recruitment methods. Recruitment was conducted through the Adult Literacy Program at Lackawanna Junior College, the Public Assistance Office, the Scranton School District, EOTC and Maternity Services of Northeastern Pennsylvania.

OBJECTIVE 6

"To publish all written documents and curricula developed as a result of this project for distribution through the Adult Literacy Resource Centers and the Scranton School District administration and faculty."

See enclosed curricula.

OBJECTIVE 7

"To complete a final report including all testing data and conclusions based on the project for distribution through the Adult Literacy Resource Centers."

See testing and student data .

VII. CONCLUSIONS

In conclusion, the staff of Lackawanna Junior College and the Family Center would like to continue a Family Literacy class in the future because even though the numbers were low, the class was a success. The parents made progress toward achieving their goals and the children loved spending time at the Family Center.

The reasons for the low number of students can be attributed to two major factors. The Scranton Area Family Center opened for services in September 1995. The official and public grand opening was held in April 1996. The adult learners that we served were apprehensive about any classroom situation, especially one that is not well known in the community. As time progresses and the Family Center becomes better known throughout the community, the number will increase.

The second factor that hindered attendance and accessibility was the extremely hard winter that Northeastern Pennsylvania experienced. Traveling on public transportation or by foot to the Family Center was very difficult from November through March. Considering that the students were traveling with pre-school aged and elementary school aged children, transportation to class was a problem.

The concept of providing child care while parents were in class was extremely positive. The parents and children were happy knowing they were close to each other. The fact that bus passes were provided to parents that needed them was also very positive.

STUDENT DEMOGRAPHICS

1. Sherri was a twenty-six year old female student with three sons. Two of the boysaccompanied their mother to class. Sherri attended class for 55 hours of instructional time. She was pre-tested using the TABE(M). She had a total reading score of 10.9, a total math score of 7.5, and a total language score of 7.9. In June she took the GED test and received a score of 222.

2. Ana was a thirty year old female student originally from the Philippines who attended class for 34 hours of instructional time. She has three school aged daughters who could not attend class with their mother. She was pre-tested using the TABE(M) and had a total reading score of 7.9, a total math score of 5.9, and a total language score of 4.4. She took the GED test in June and received a score of 195.

3. Lisa was a twenty-one year old female student with two pre-school aged daughters who came to class with their mother. She attended class for 34 hours of instructional time. She was pre-tested using TABE(M) and had a total reading score of 7.2 a total math score of 10.9, and a total language score of 9.2. She took her GED test in June and the results have not been received. One of Lisa's daughters contracted spinal meningitis during the winter and all of the staff at the Family Center that had contact with this child had to take medication. It was a very

upsetting experience for everyone involved but it brought our group closer together than we had been.

4. Sonia was a twenty-seven year old female student originally from Puerto Rico with three sons. One pre-school aged son attended class with her. She attended class for 48 hours of instructional time. She was pre-tested using TABE(M) and had a reading score of 3.8, a total math score of 3.8 and a total language score of 3.3. She was post-tested with a GED practice test and obtained a score of 199.

5. Lourdes was a twenty-four year old female student with five children . Two pre-school aged children accompanied her to class. She completed 14 hours of instructional time. She was pre-tested using a TABE(M) and had a total reading level of 2.4, a total math level of 2.8 and a total language level of 2.8. She was not post-tested.

6. Sabrina was an eighteen year old female student with one baby and another on the way. She attended class for 22 hours of instructional time. She was pre-tested using the TABE and had a total reading score of 7.3, a total math score of 6.7 and a total language score of 4.8. She was not post-tested.

7. Rebecca was a twenty-two year old female student with two daughters. Her three year old daughter accompanied her to class. She completed 40 hours of instruction. Her total reading score was 6.4, math 2.7, and language 4.3. No post test was given.

8. Iris was a twenty year old female student with two children. Neither of the children came to class with her. She completed 16 hours of instructional time. She was pre-tested using TABE(E) and her reading score was 2.4, math 3.1 and language 1.0. No post testing was done.

READING CURRICULUM

1. Basic Vocabulary (meaning)

2. Word Attack Skills
    - A. Prefixes, Suffixes
    - B. Compound
    - C. Contractions
    - D. Abbreviations

3. Literal Comprehension
    - A. Main Idea
    - B. Details
    - C. Order of Events
    - D. Cause and Effect
    - E. Following Directions

4. Inferential Comprehension
    - A. Implied Fact, Detail
    - B. Implied Main Idea
    - C. Implied Cause and Effect
    - D. Drawing Conclusions
    - E. Context Clues

5. Critical and Analytic
    - A. Identifying Opinions
    - B. Rhetoric
    - C. Authors Purpose

CHALLENGER SERIES - New Readers Press

COMPREHENSION SKILLS - Steck-Vaughn

VIEWPOINTS AND EXPRESSIONS, STORIES AND POEMS - Contemporary Books

PRE GED AND GED EXERCISE BOOKS - Contemporary Books

WRITING CURRICULUM

1. Subjects

2. Verbs

3. Subject and Verb Agreement

4. Pronouns

5. Adjectives and Adverbs

6. Sentence Fragments

7. Run-On Sentences

8. Punctuation
   - A. Period
   - B. Question Mark
   - C. Exclamation Point
   - D. Parentheses
   - E. Quotation Marks
   - F. Commas
   - G. Apostrophes

9. Capitalization

10. Homonyms

11. Spelling (on-going)

12. Free writing and essay writing

ENGLISH BRUSH-UP - Townsend Press

PRE-GED AND WRITING SKILLS EXERCISE BOOKS - Contemporary Books

GRAMMAR WRITE AWAY - BOOKS 1and 2 - Contemporary Books

MATH CURRICULUM

ABE STUDENTS

1. Review and master all basic operations with whole numbers.

2. Learn all basic skills with decimals including word problems, money, and metric system.

3. Understand the concept of fractions and ratios.

4. Basic geometry, measurement, size, shape, area, volume and practical applications.

GED STUDENTS

1. Review basic skills with whole numbers and decimals.

2. Review fractions and operations using fractions and ratios.

3. Focus on word problems and problem solving strategies.

4. Basic algebraic concepts including variables, simple equations, subtraction, writing equations from word problems and squaring numbers.

5. Basic geometric concepts including metric systems, shapes, size, volume, and practical applications.

NUMBER POWER SERIES - Contemporary Books

GED MATH PROBLEM SOLVER - Contemporary Books

GED EXERCISE BOOKS - Steck-Vaughn

WORKING WITH NUMBERS - Steck - Vaughn

FAMILY CURRICULUM

1. PRE - READING ACTIVITIES
    - Shapes
    - Sizes
    - Colors

2. READING ACTIVITIES
    - Upper Case Letters
    - Lower Case Letters
    - Sounds of Letters

3. MATH ACTIVITIES
    - Counting
    - Operations

4. FAMILY READING
    - Introductions
    - Strategies
    - Follow-up activities

MATERIALS

LEARN TOGETHER ACTIVITIES FOR PARENTS AND CHILDREN; A 353 Special Project of the Pennsylvania Department of Education; available through AdvancE 1-800-992-2283

FAMILY READING, AN INTERGENERATIONAL APPROACH TO LITERACY, Ellen Goldsmith and Ruth D. Handel, New Readers Press, Syracuse, New York, 1990

MACMILLAN SEASONAL ACTIVITY PACKS, Macmillan Educational Company, A Division of Macmillan, Inc., 1988

CHILDREN'S BOOKS

1. Tell Me A Story, Mama, Angela Johnson, Orchard Books, New York, 1989.
   A young girl and her mother remember together all the girl's favorite stories about her mother's childhood.

2. Shapes, Shapes, Shapes, Tana Hoban, Greenwillow Books, New York, 1986.
   Photographs of familiar objects with rounded and angular shapes.

3. A Chair For My Mother, Vera B. Williams, Mulberry Paperback Books, New York, 1988. A child, her mother, and her grandmother save dimes to buy a new armchair after all of their furniture is lost in a fire.

4. In The Attic, Hiawyn Oram and Satoshi Kitamura, Henry Holt and Company, New York, 1984. A child finds many interesting things to do and see in the attic.

5. The Little Red Hen, pictures by Lucinda McQueen, Scholastic Inc., New York, 1985.
   A classic folktale about the hard-working hen and her lazy friends.

6. Fire , Maria Ruiz and J.M. Parramon, Barron's Educational Services Inc., New York, 1985. One in a series of four books to introduce children to the four basic elements that make up our planet : earth, fire, air, and water.

7. How My Parents Learned To Eat, Ina R. Friedman, Houghton Mifflin, Boston , 1984.
   An American sailor courts a Japanese girl and each tries to learn the other's way of eating.

8. Surprises, selected by Lee Bennett Hopkins, Harper Trophy,1984.
   A collection of short poems.

9. The Story Of Jumping Mouse, John Steptoe, Mulberry Paperback Books, New York, 1972 . A native American legend.

LACKAWANNA JUNIOR COLLEGE
FAMILY CLASSES

Do you want your children to be better readers as well as increase your own skills?

Lackawanna Junior College's Adult Education Program will be conducting Family Literacy classes at the new Family Center starting in September 1995.

Each day in class, we will study basic reading, writing, and math skills. We will also learn activities for you to do at home with your children to help them with their reading, writing, and math skills.

The classes will be held on Tuesday and Thursday afternoons from 2:30 until 4:30. The first class will begin in September and end in December and the other class will begin in January and end in April.

Child care will be provided for pre-school aged children and tokens will be made available for those who need transportation on the COLTS system.

For more information or to register for class, please call Lackawanna Junior College's Adult Education Office at 961-7834.

REMEMBER - YOU ARE YOUR CHILD'S FIRST TEACHER!

FAMILY LITERACY

ACTIVITIES

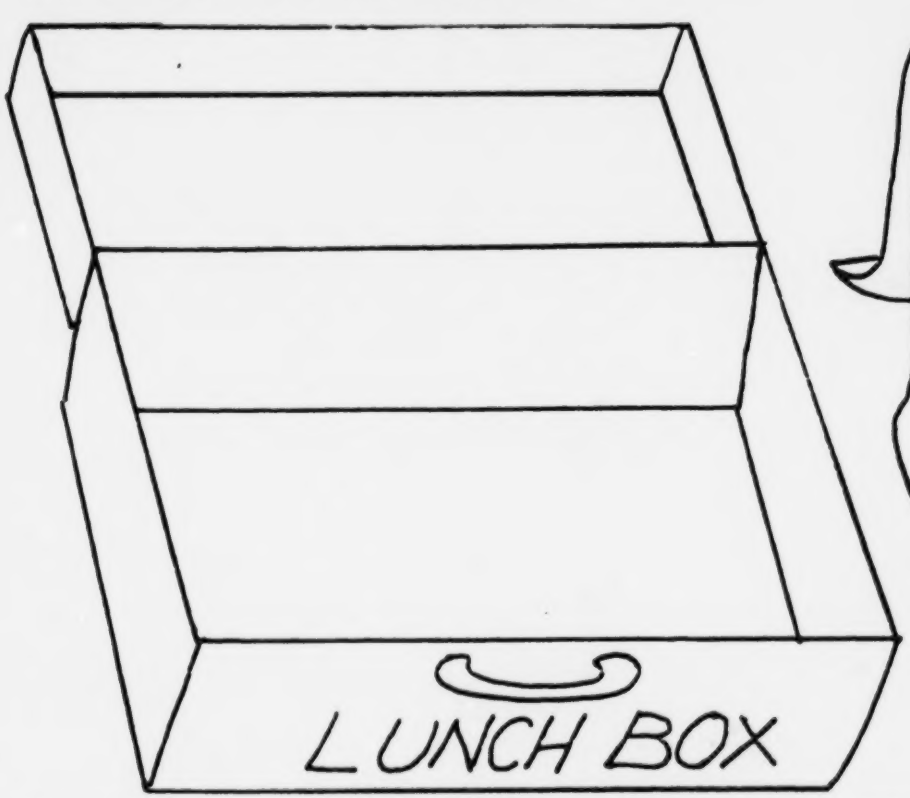
The following activities were presented to the parents and children throughout the year to foster the relationship between the parents and children and what was being introduced in class.

TIME FOR SCHOOL

Worksheet

Name_____

Help get things ready for school.
Cut out the pictures at the bottom of the page.
Decide whether each thing belongs in the lunch box or in the book bag.
Paste the pictures where they belong.

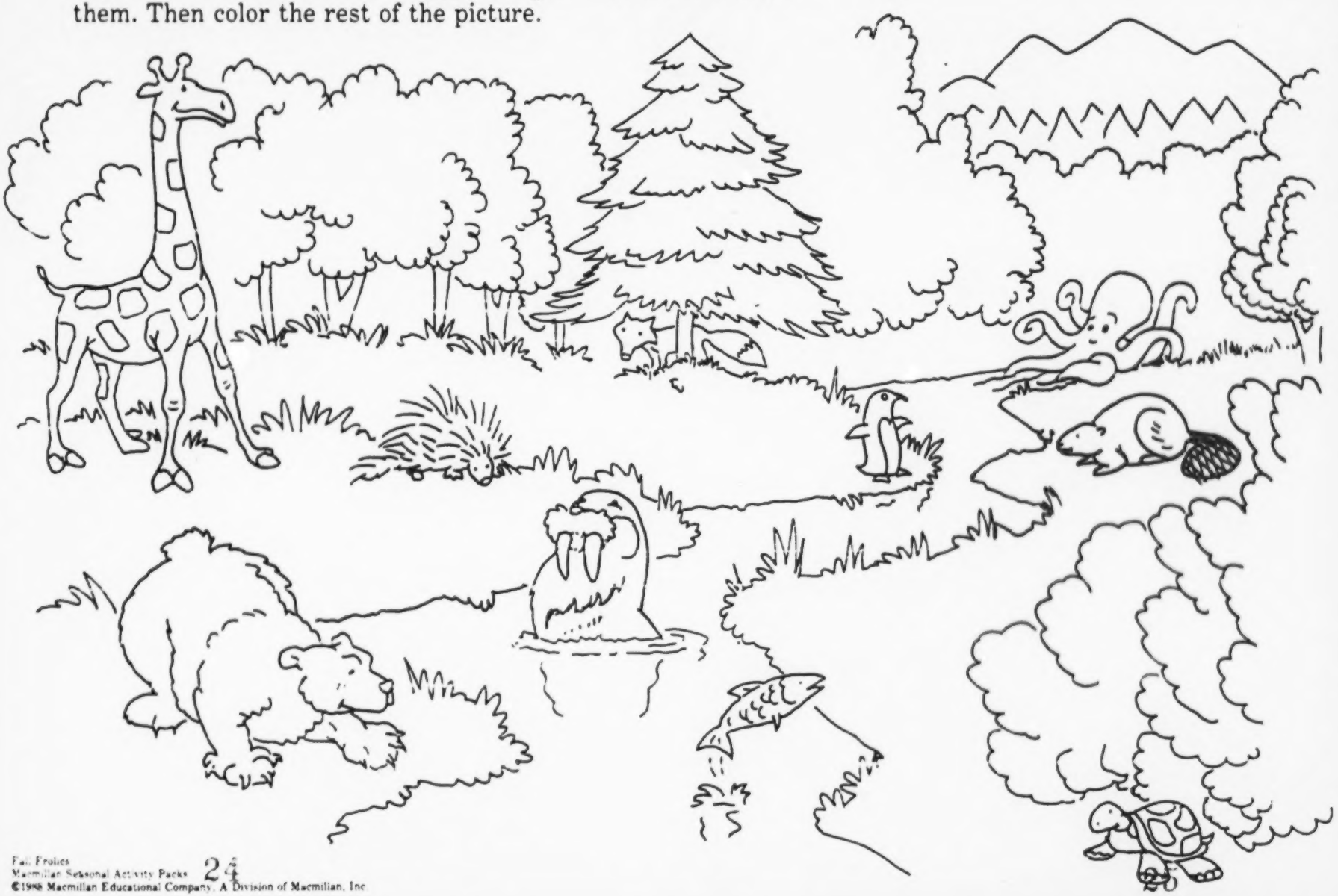


CREATURES OF THE FOREST

Worksheet

Name _____

Find the four animals that do <u>not</u> belong in a forest and circle them. Then color the rest of the picture.



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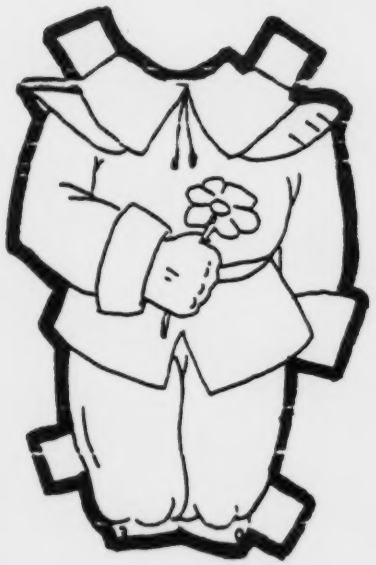
PILGRIM COSTUMES

Paper Doll Cutouts

Name _____

Color and cut out the Pilgrim boy and girl cutouts and the stand cutouts below. Glue them onto oaktag and cut them out again. Then cut along the dotted lines. Let your teacher show you how to use the stands to make your paper dolls stand up. Color and cut out the clothes. Fold the tabs and use them to dress the paper dolls.



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Fall Frolics
Macmillan Seasonal Activity Packs
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A THANKSGIVING DAY JINGLE

Rebus Poem

Celebrate the Thanksgiving season with the following traditional verses by Lydia Maria Child. Make a copy for each child. As you read the verses, have the children call out the correct word for each picture.

Over the and through the .
To grandfather's we go;
The knows the way
To carry the
Through the white and drifting .

Over the and through the .
And straight through the barnyard ,
We seem to go
Extremely slow,
It's so hard to wait!

Over the and through the .
Now grandmother's I spy!
Hurray for the fun! Is the pudding done?
Hurray for the pumpkin !

Key		
river	sleigh	pie
wood	snow	wind
house	gate	toes
horse	cap	nose

Over the and through the –
Oh, how the does blow!
It stings the
And bites the .
As over the ground we go.

Fall Frolics
Macmillan Seasonal Activity Packs
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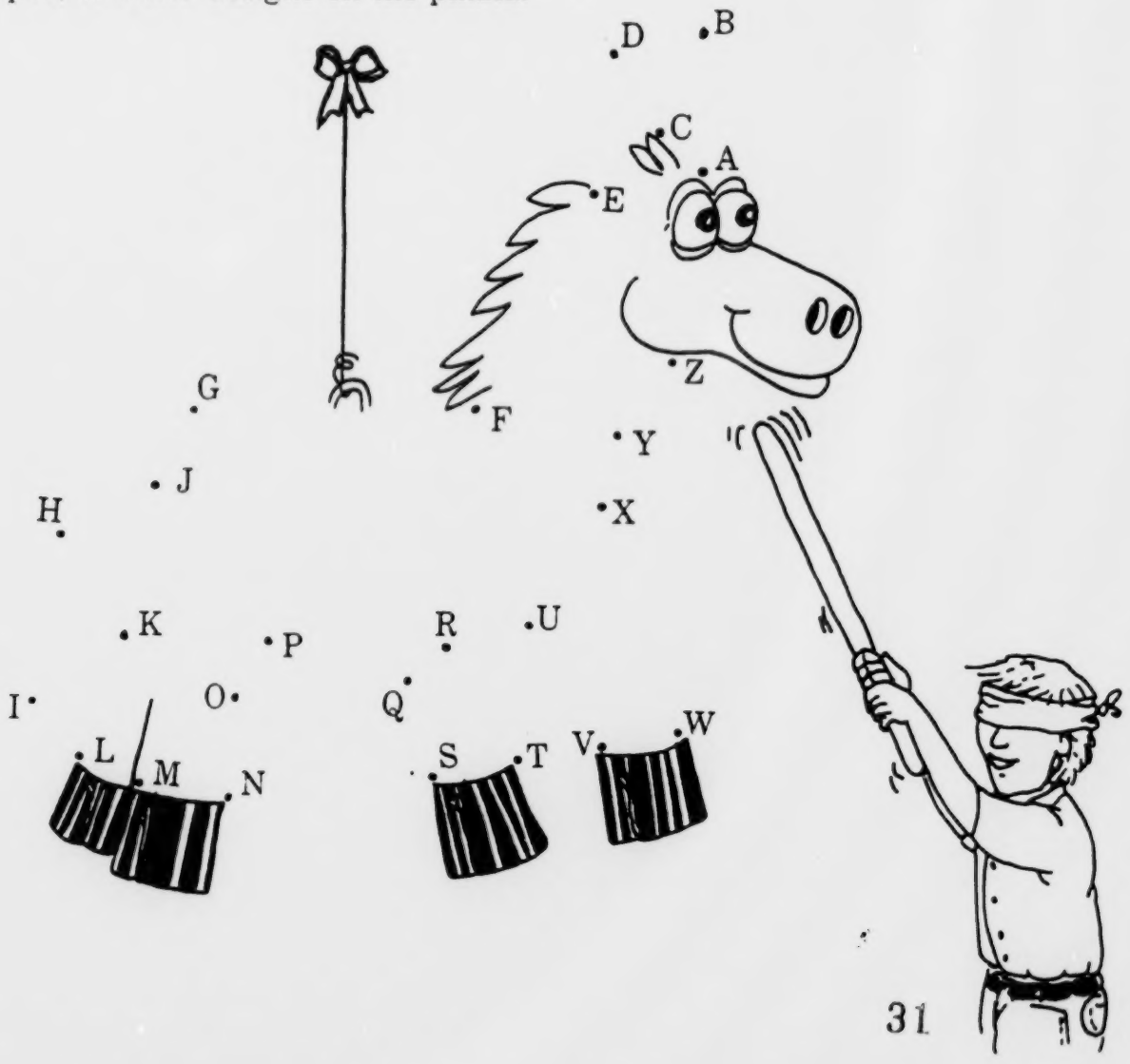
DECORATE A PIÑATA

Worksheet

Name _____

Decorate a piñata for Los Posadas, a Mexican holiday celebrated before Christmas. First connect the dots from A to Z. Then use crayons to draw flowers, stripes, or other designs on the piñata.



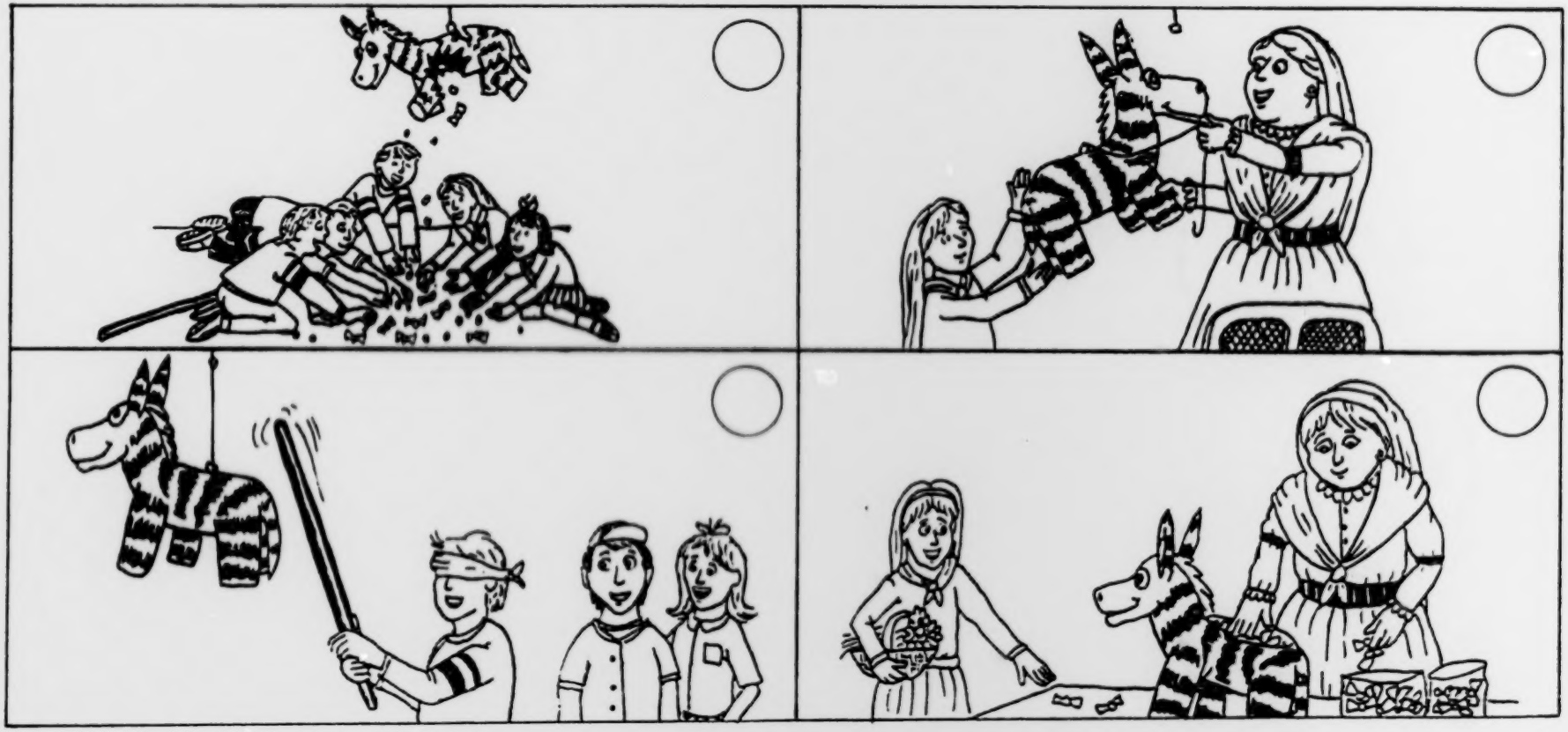
PIÑATA PARTY

Worksheet

Name _____

Learn what happens at a piñata party. Read each numbered sentence. Find the picture it goes with. Write the number of the sentence in the circle in the picture. Cut out the pictures. Glue them in order on a long strip of paper.

1. Maria's mother fills the piñata with treats.
2. Maria and her mother hang the piñata.
3. The children take turns trying to break the piñata.
4. Everyone picks up the treats when the piñata breaks.



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HANUKKAH SHAPE HUNT

Worksheet

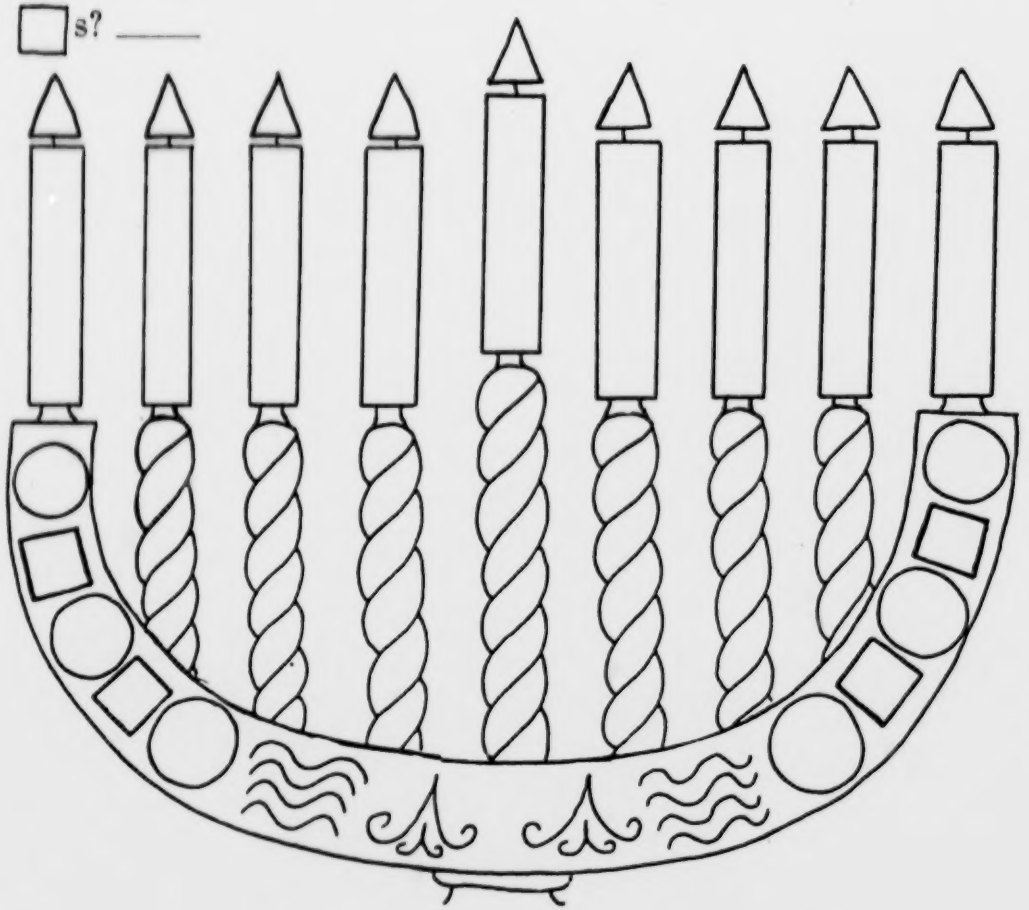
Name _____

This picture shows a menorah, a special candle holder used during Hanukkah. Look at the different kinds of shapes that make up the picture. Trace each shape with your pencil. Then answer the questions below.

How many △s? ____ How many ▯s? ____

How many ○s? ____ How many □s? ____

Color the picture.



Holiday Cheer
Macmillan Seasonal Activity Books
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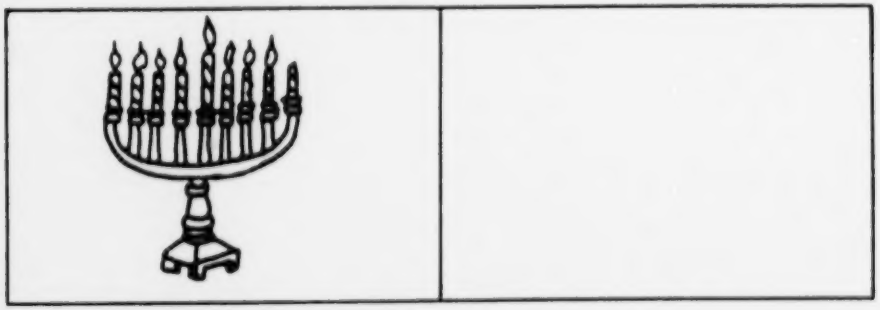
WHAT HAPPENS ON HANUKKAH?

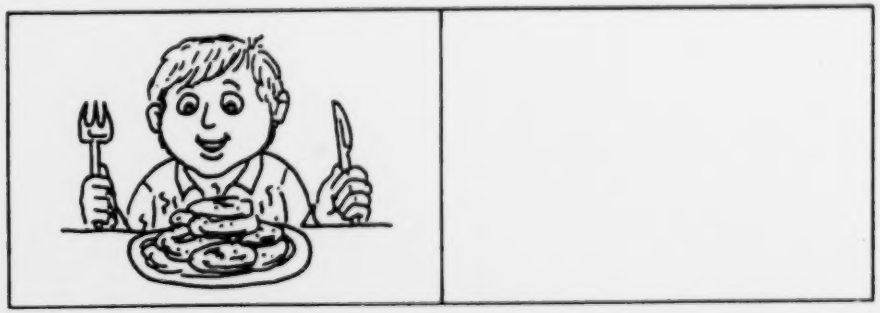
Worksheet

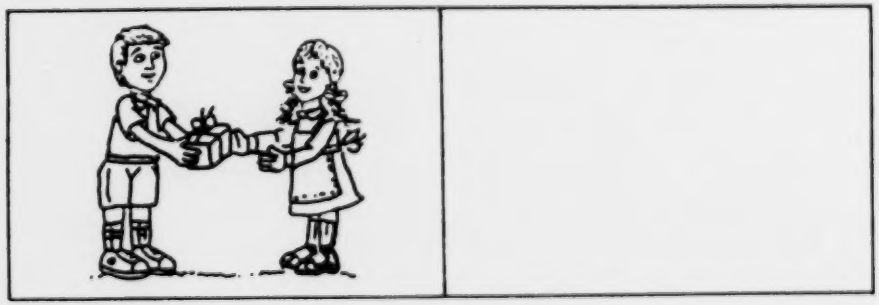
Name _____

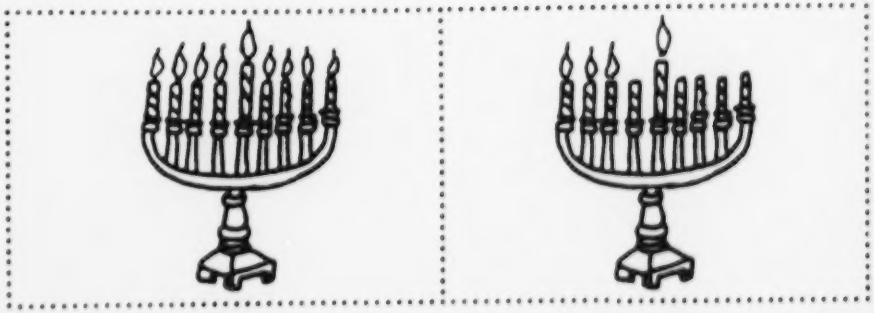
The first box in each row shows a picture of something you might see during Hanukkah. Can you tell what happens next?

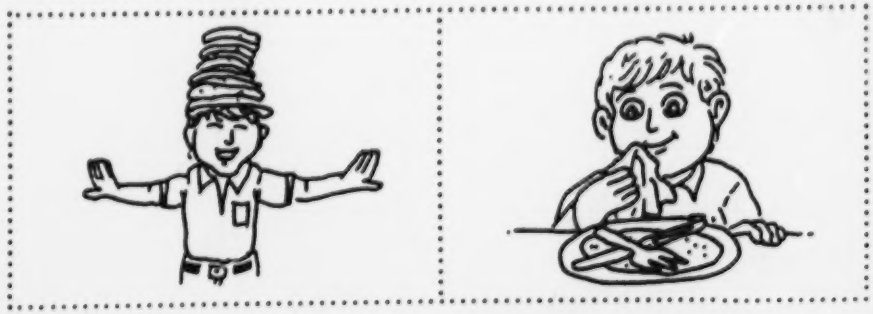
Cut out the pictures at the right side of the page. For each row, choose the picture that shows what happens next. Paste the picture in the empty box.





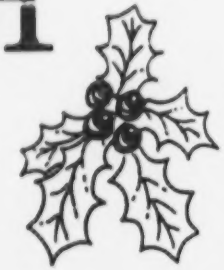






A CHRISTMAS ALPHABET

Cards

D dream	B bell	E elf	A angel	C cookies
F family	I icicles	H holly 	G garland	J joy
O ornaments	M music	L lights	N North Pole	K Kriss Kringle

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A CHRISTMAS ALPHABET
Cards

R reindeer

Q quick

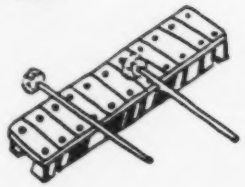
P present

T toys

S sleigh

U unwrap

X xylophone



Y Yule log

V visits

W wreath

Z zigzag

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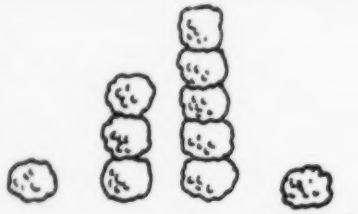
SNOWBALL COUNT
Worksheet

Name _____

Each child has 10 snowballs to put in four stacks. Help each child figure out how many snowballs to put in the last stack. Then, below the line, write the number of snowballs needed. Above the line, draw the needed number of snowballs. The first problem has been done for you.

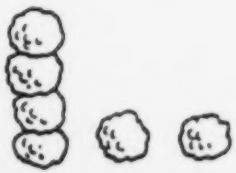


1 + 3 + 5 + **1** = 10

3 + 3 + 3 + _____ = 10

2 + 2 + 3 + _____ = 10

2 + 2 + 1 + _____ = 10



4 + 1 + 1 + 42 = 10

1 + 1 + 1 + _____ = 10

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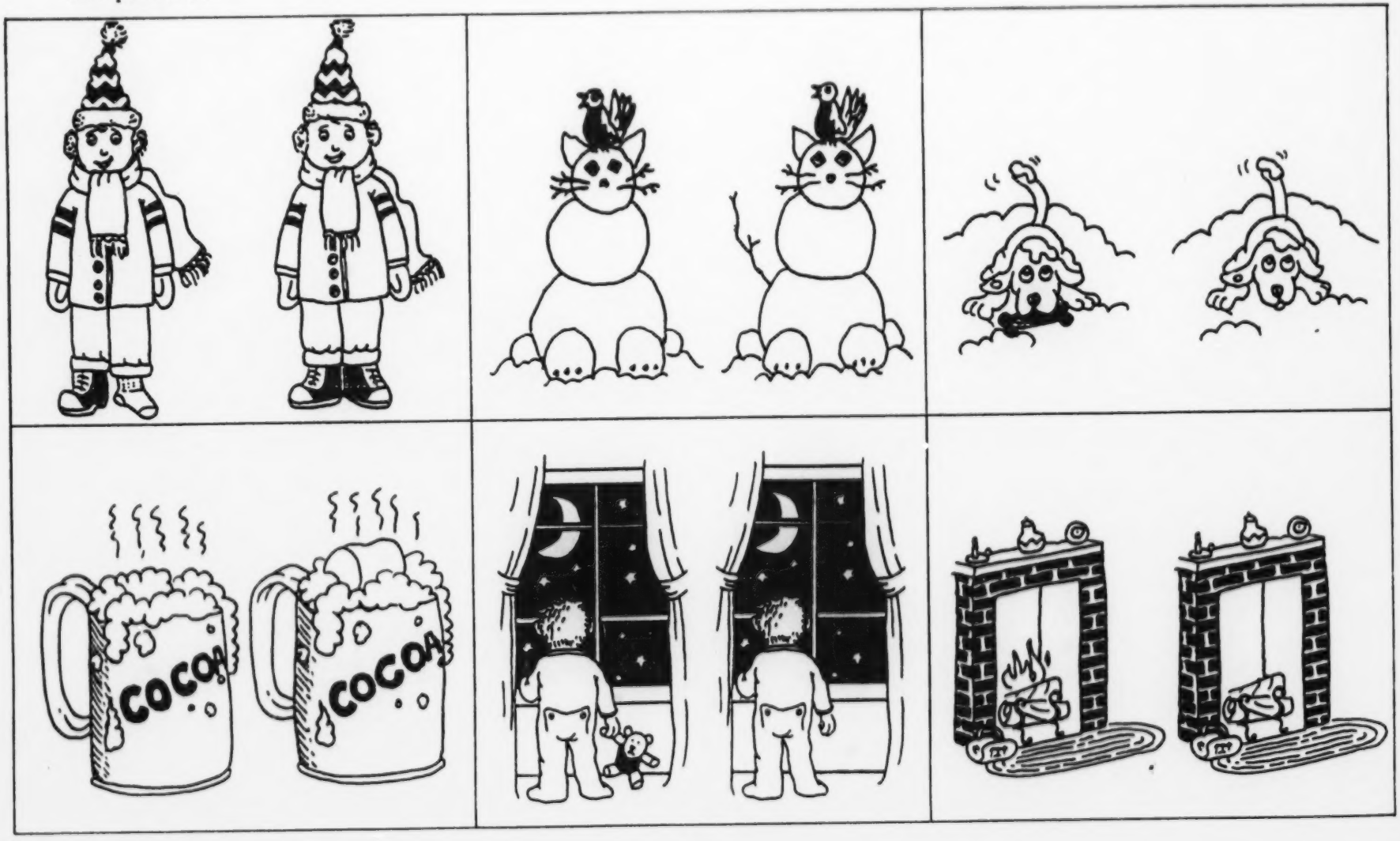
SOMETHING'S MISSING

Worksheet

Name _____

Look at the two pictures in each box. They are alike except for one thing. Draw the missing thing where it belongs. Then color the pictures.



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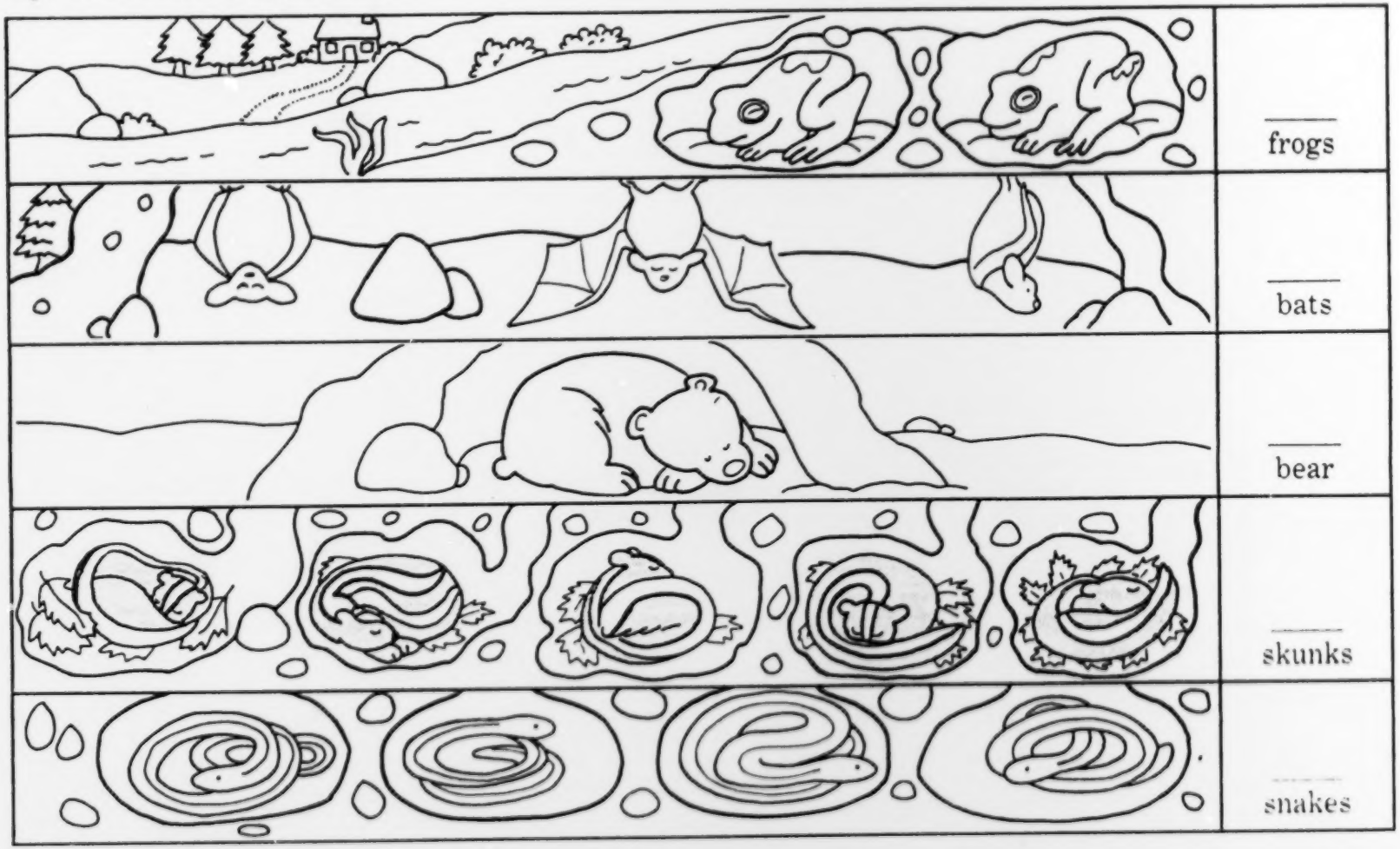
ASLEEP FOR WINTER

Worksheet

Name _____

Each of the animals pictured below is asleep for the winter. Count the animals in each row and write the total in the box at the end. Cut out the strips and paste them in order from 1 to 5 on another piece of paper. The strip with only one animal should be at the top. Then color the pictures.



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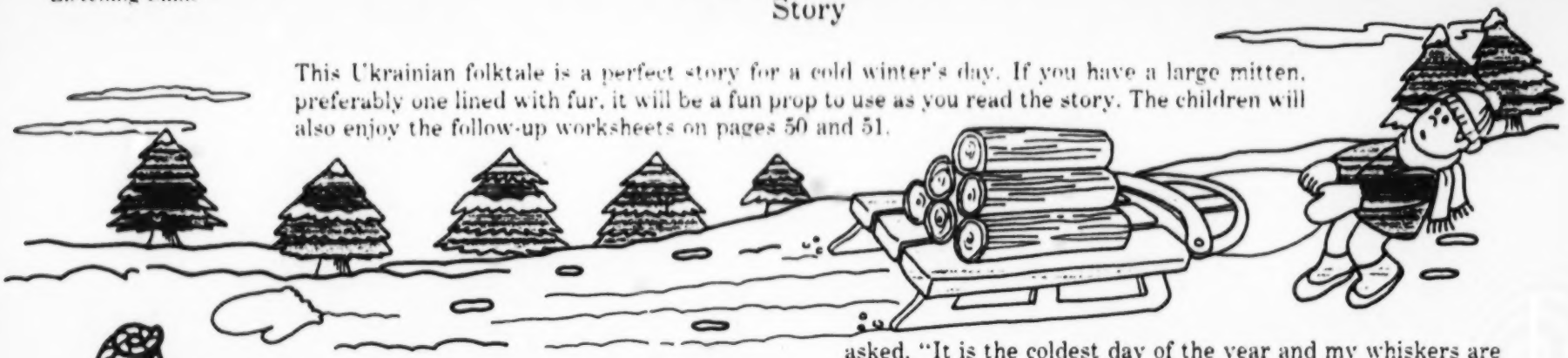
THE MITTEN

Story



This U'krainian folktale is a perfect story for a cold winter's day. If you have a large mitten, preferably one lined with fur, it will be a fun prop to use as you read the story. The children will also enjoy the follow-up worksheets on pages 50 and 51.

One bitter cold winter day as Timmy's grandmother was knitting a new pair of mittens for him, she said, "Go and get more wood for the fire, Timmy. It's the coldest day of the year and we need lots of wood to keep the fire going."

So Timmy reluctantly put on his boots, jacket, hat, and old red mittens and went outside. All morning he piled up logs and sticks onto his sled. As he started to pull the sled back to his house he dropped a mitten onto the snow. He was so heated from his hard work he did not notice that it had slipped off, and he left it behind as he trudged homeward through the snow.

But someone did notice the fallen mitten. A little mouse crawling through the snow spotted it and stopped. She was shivering because it was the coldest day of the year. She hopped inside the warm woolen mitten. The mitten was the perfect size for a little field mouse.

A bit later a frog came hopping by. He stopped in front of the mitten. "Anyone in there?" he croaked.

"Yes, me," squeaked the mouse. "Hurry in before you freeze." So the frog hopped right in. In no time they were both as cozy as could be.

Only moments later a bird flew down to investigate. "Have you room for me in your warm mitten?" she cheeped.

"All right, hop in, as long as you don't flutter around too much," said the mouse and the frog. In she went.

Soon after, a bunny came bounding along over the snow and stopped in front of the mitten. "May I please join you?" he asked. "It is the coldest day of the year and my whiskers are frozen."

"It's getting a little crowded in here," said the mouse, the frog, and the bird, "but come on in and see if there is room." Just as the bunny was squeezing inside, a fox walked up and announced that he, too, wanted to enter the mitten. The animals had little time to protest, for without waiting for permission he pawed his way inside. The fox was not the last of the animals looking for a home on this coldest of winter days. Soon a big wolf came loping along.

"I'm very cold out here. Please let me come inside," he pleaded. The animals thought he looked so sad that they agreed. Little by little, everyone moved aside until the wolf was able to wedge himself into the mitten. It was now very crowded, but the animals were also nice and warm, so no one complained too loudly. Only a minute after they were all nicely settled, a wild boar trotted up to the mitten. "I'm freezing cold and my tail is covered with ice. Isn't there room for me?" he snorted.

"Oh, no!" cried the mouse. "I'm terribly sorry, but we really don't have any room." The mitten was already stretching to many times its original size.

"I'll be so careful," replied the boar. "I'm sure I'll fit in if we all try." With that, all the animals held their breath as the boar squeezed inside the mitten. To make room, the frog hopped into the space for the thumb. "There!" the boar said when he was all inside. "Now we're all comfortable again." The other

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Story Continued

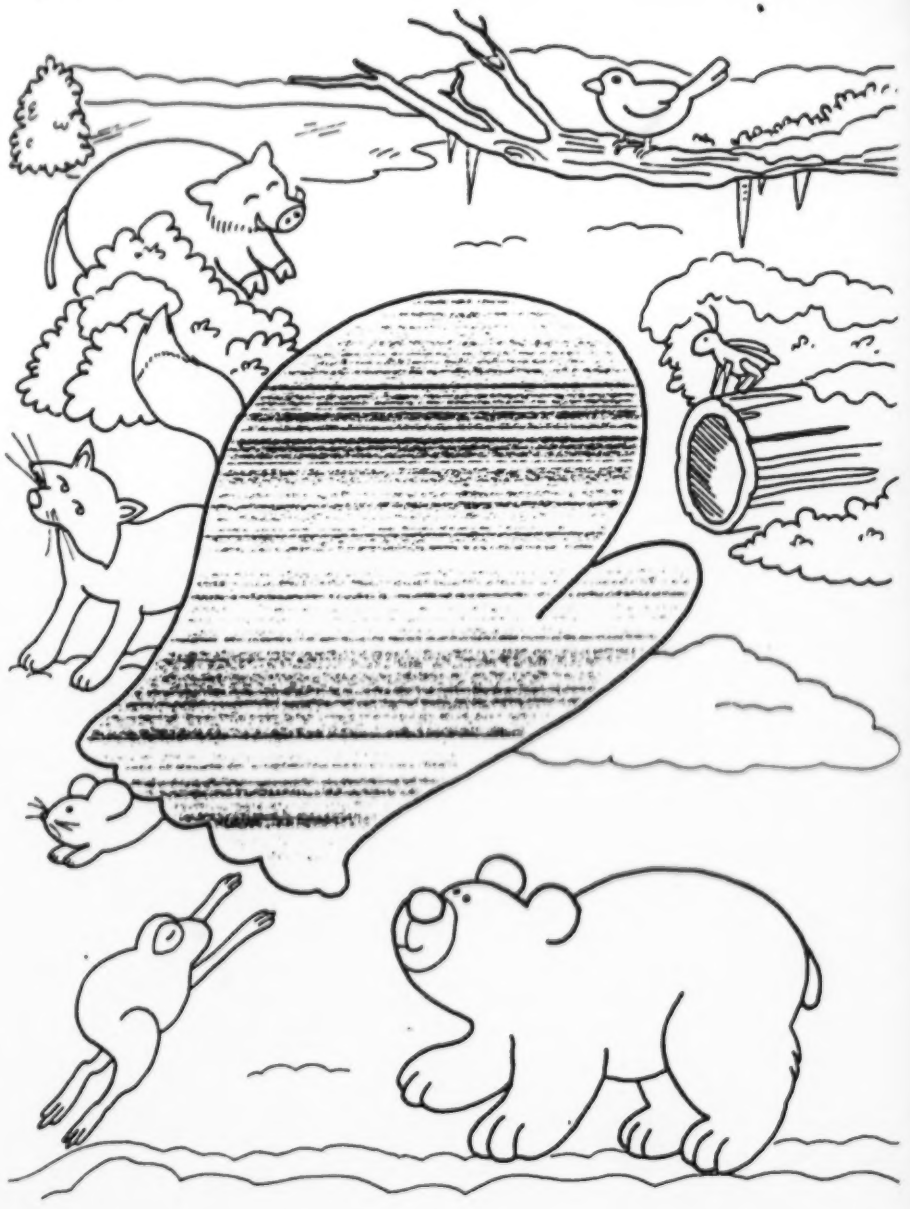
animals gave him funny smiles. Well, at least on this coldest day of the year, the mouse, the frog, the bird, the bunny, the fox, the wolf, and the boar were all warm and dry. But, oh no! Now a bear was waiting to enter the mitten. He was *very* cold and *very* big. "NO! NO! NO!" cried all the animals at once. "We have no room!"

"Nonsense!" growled the bear. "I'm only one more." The big bear just crawled, pushed, eased, and squeezed his way into that mitten. It seemed to the other animals that it would surely burst, but the bear was right—there was just enough room. Now the animals were definitely warm and certainly very cozy on that bitter cold day.

Well, along came a cricket. She was quite old and ached from the windy cold. She saw the mitten and sighed, "At last! A cozy warm place for me to rest." But no sooner had the cricket put one tiny leg into the mitten than *rippp! Snappp!* The stitches came apart and the mitten split into pieces, tossing all of the animals out onto the snow.

By this time Timmy had started to cool off from his earlier exercise and his hand began to feel icy cold. He suddenly noticed that he had only one mitten and decided to go back and find the other one. He retraced his steps until he arrived at the spot where he had loaded his sled. But all he could find were shreds of red wool. "*Hmmm*," he thought to himself, "this certainly looks like the wool of my mitten." But he couldn't imagine how this could be, and he looked further until he noticed the sun disappearing behind the woods. "Oh well," he said to himself, "by this time my grandmother will have finished making my new mittens." And with that he put his uncovered hand in his pocket and hurried home.

When he reached his front door, he lifted some of the firewood off the sled and walked inside, smiling. At last he was in his cozy house. He and his grandmother had the wood for a bright fire on the coldest day of the year. Waiting for him on the mantelpiece were a pair of new red mittens.



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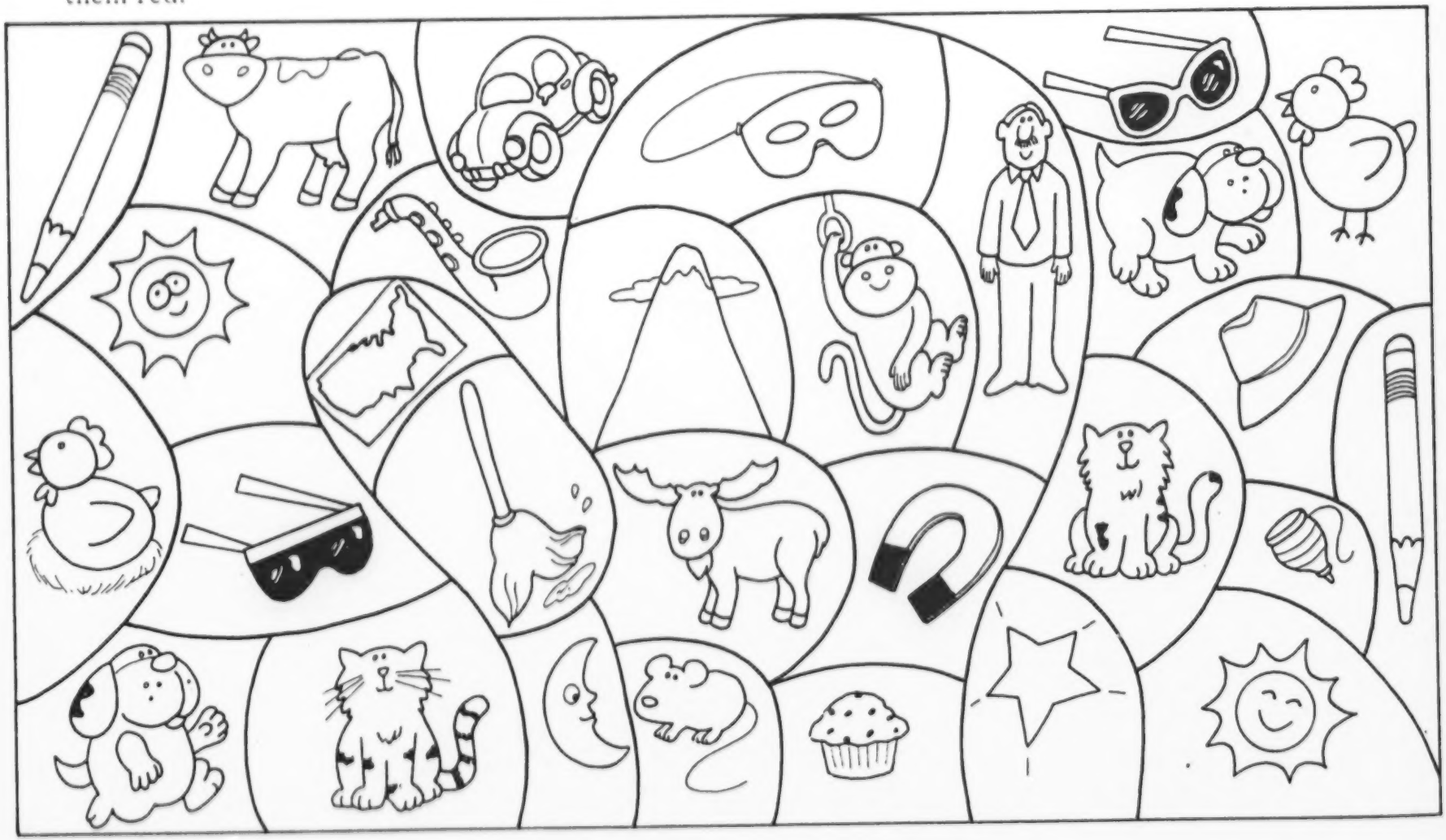
THE HIDDEN MITTEN

Worksheet

Name _____

Help Timmy find the mitten he dropped in the snow. Look at the pictures in the puzzle below. Find all of the spaces that have pictures of objects that begin with the letter M for mitten. Color them red.



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MY WINTER COUNTING BOOK

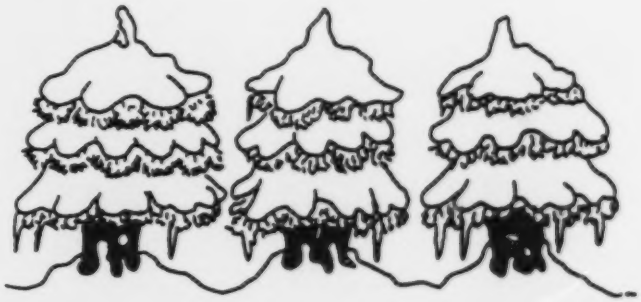
Worksheet

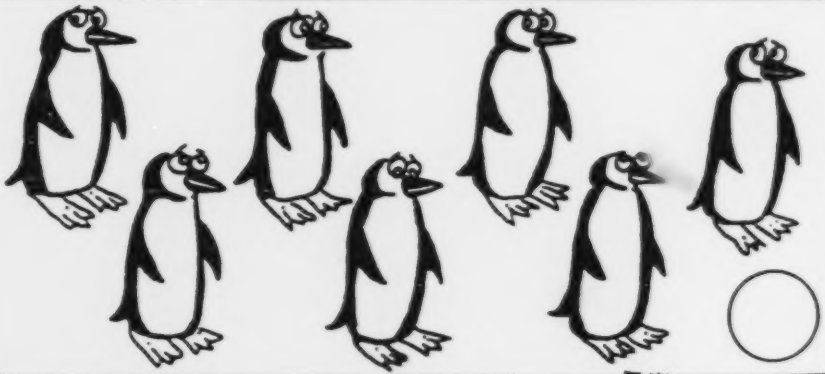
Name _____

Count how many winter things you see in each box on this page and on page 55. Write the number in the circle in each box. Cut apart the boxes. Put them in order from 1 to 10. Put the title page on top and staple the pages together to make a minibook.

My Winter
Counting Book

by _____





Holiday Cheer
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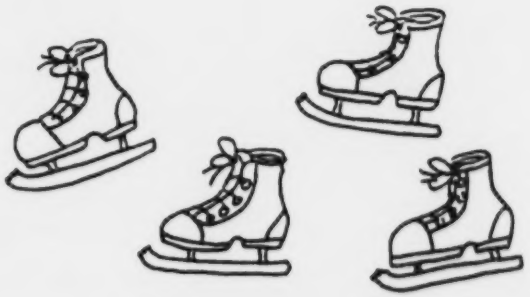
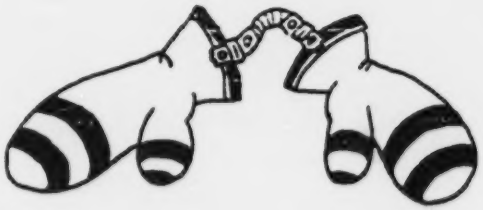
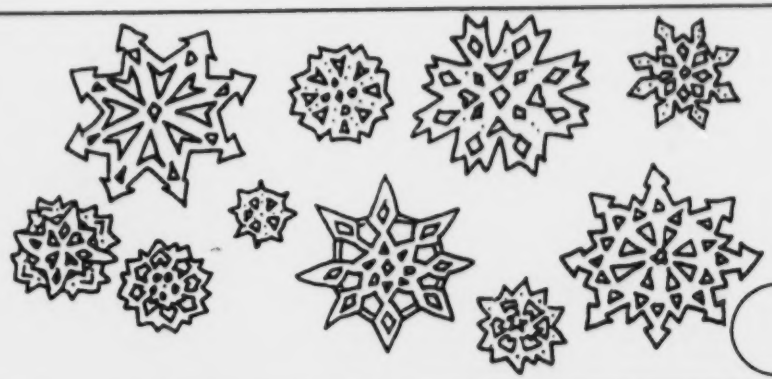
MY WINTER COUNTING BOOK

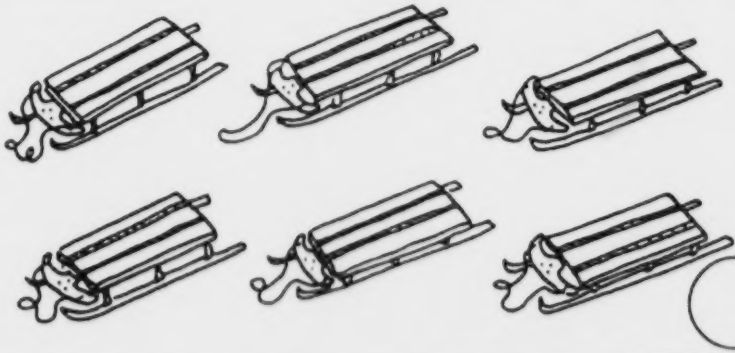
Worksheet Continued

Name _____







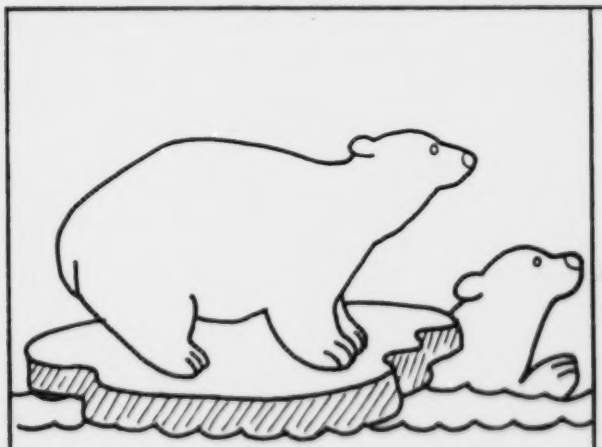


UP, DOWN, ALL AROUND

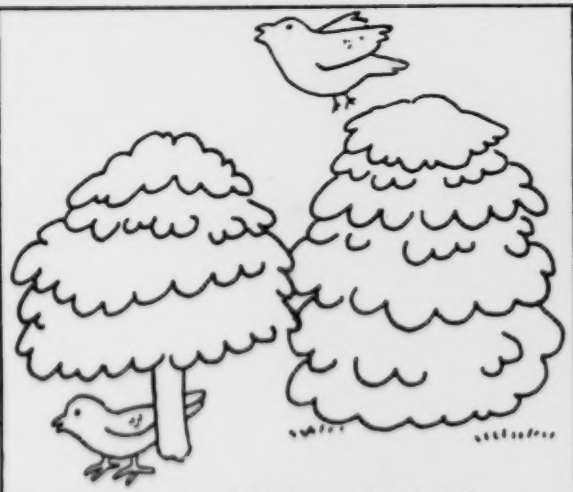
Worksheet

Name _____

Look at each of the winter pictures below. Read the sentence in each box and circle the picture of the correct thing.

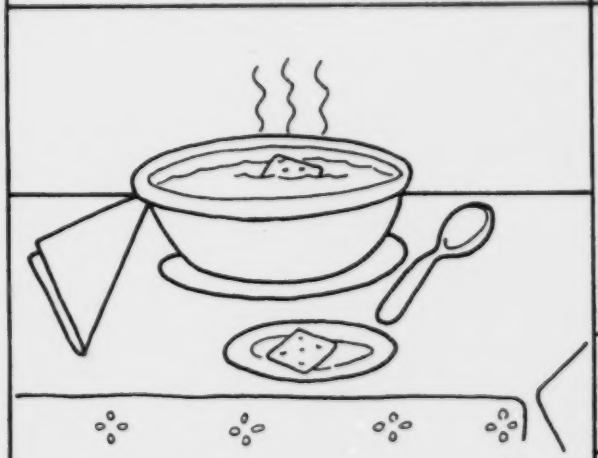


Circle the polar bear on the ice.

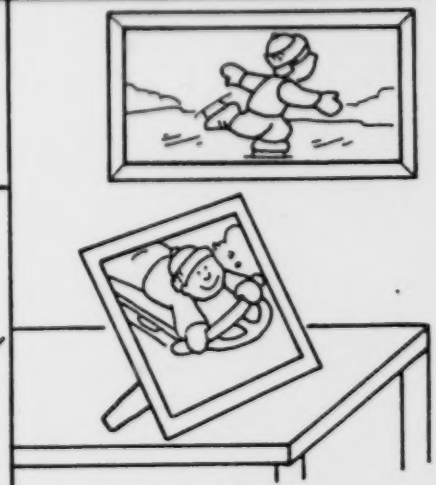


Circle the bird below the bush.

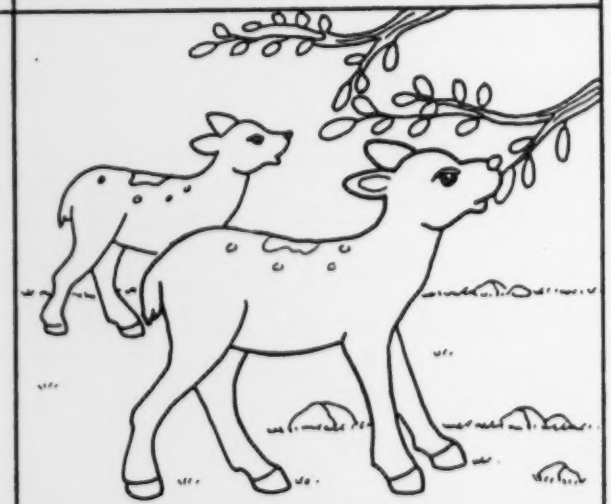
Circle the mailbox that is far.



Circle the cracker in the soup.



Circle the photo above the table.



Circle the deer that is near.

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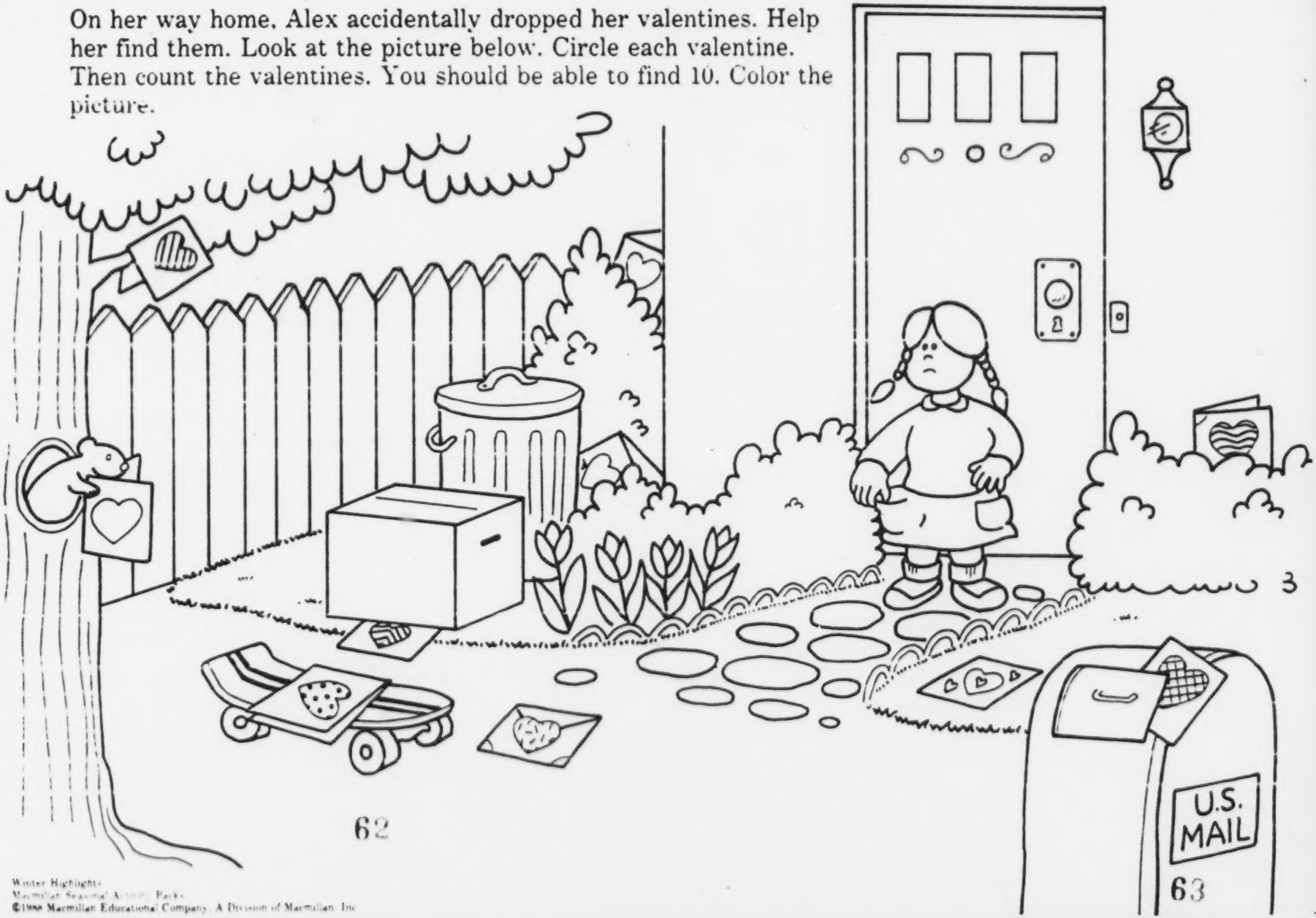
THE VALENTINE TRAIL

Worksheet

Name _____

On her way home, Alex accidentally dropped her valentines. Help her find them. Look at the picture below. Circle each valentine. Then count the valentines. You should be able to find 10. Color the picture.



Winter Highlights
Macmillan Seasonal Activity Packs
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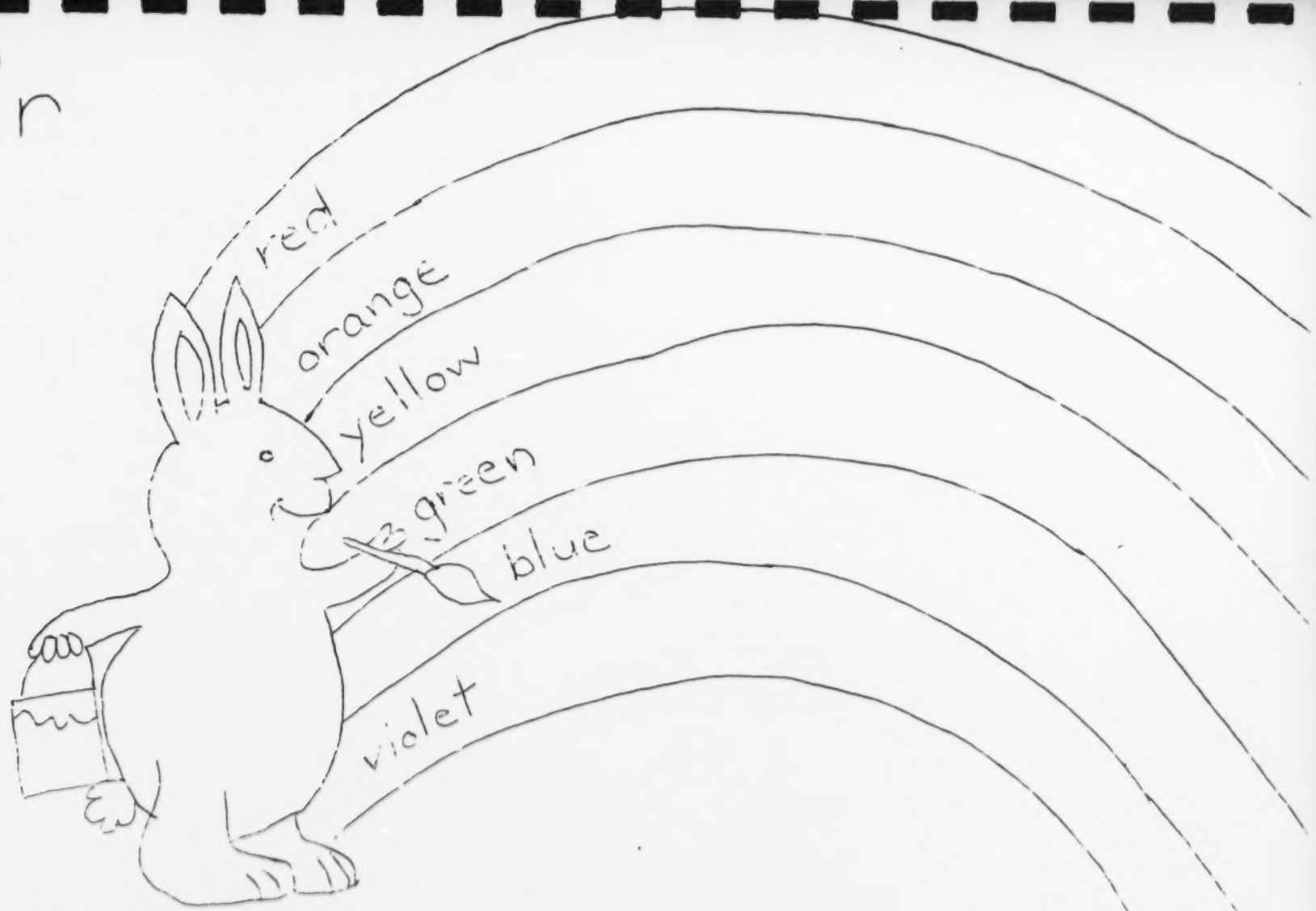
Rr



Rr Rr Rr

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MAY SCENES

Worksheet

Name_____

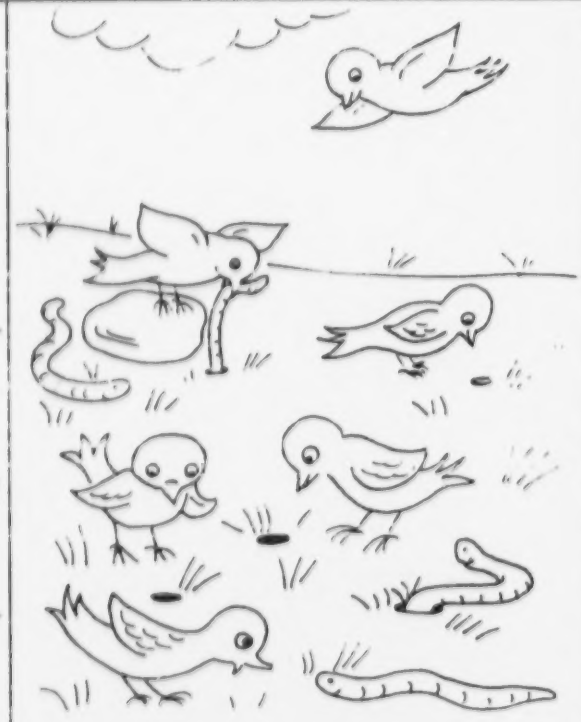
Answer the questions in each box.

How many bugs do you see? ____

How many frogs do you see? ____

How many rabbits do you see? ____

How many flowers do you see? ____



How many birds do you see? ____

How many worms do you see? ____

How many bugs and frogs are there in all?_____

How many rabbits and flowers are there in all?_____

How many worms and birds are there in all?_____

May Days
Mathematical Seasonal Activity Packs
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MAY MAGIC SHAPES

Worksheet

Name_____

Find the circles in the magic forest. Trace over each one with a red crayon.
Find the squares. Trace over each square with a blue crayon.
Find the triangles. Trace over each one with a green crayon.
Then color the picture.

May Days
Macmillan Seasonal Activity Books
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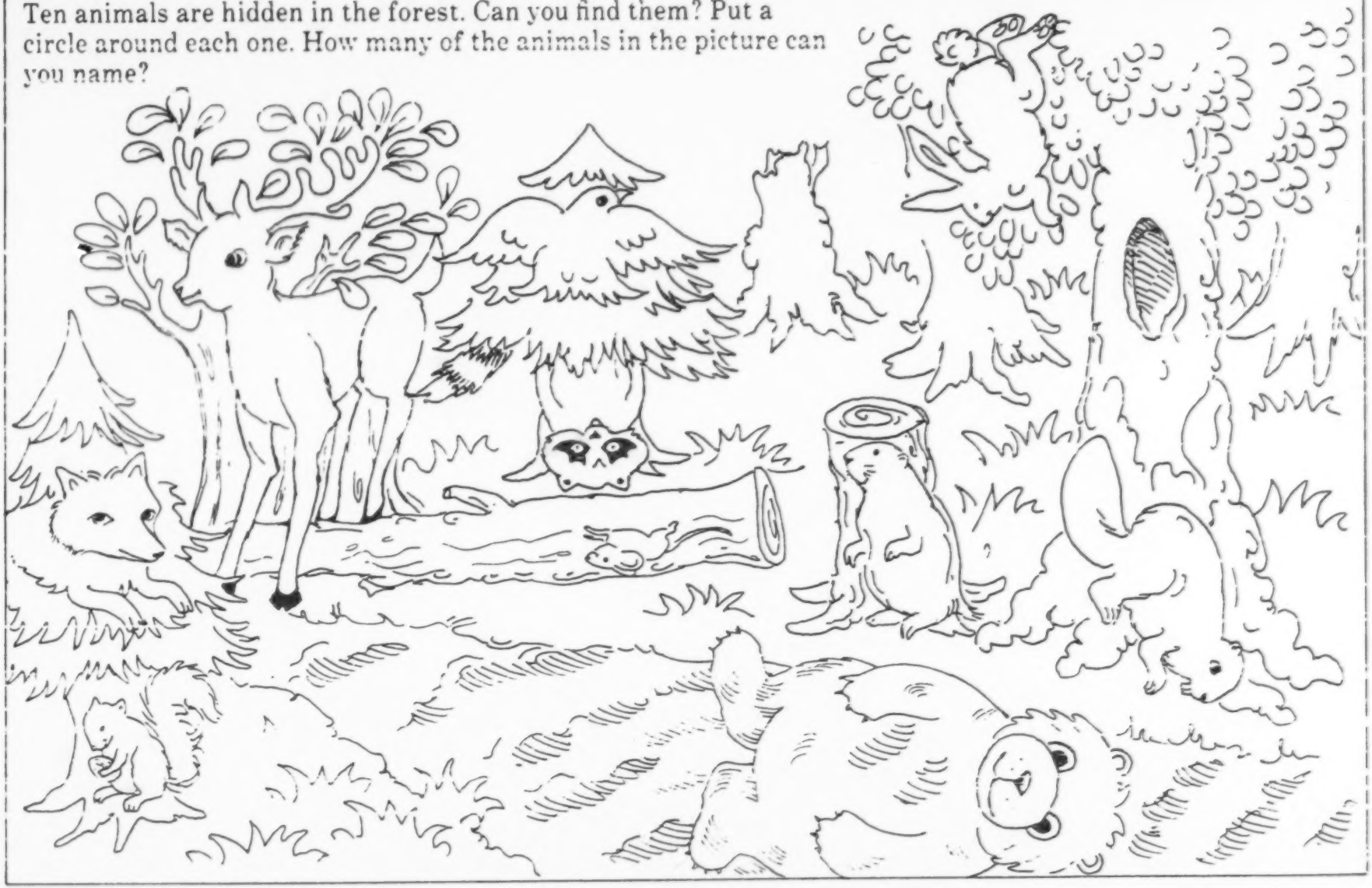
HIDDEN FOREST ANIMALS

Worksheet

Name_____

Ten animals are hidden in the forest. Can you find them? Put a circle around each one. How many of the animals in the picture can you name?



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